

INCORPORATING PUSH-IN METHOD IN DUAL LANGUAGE IMMERSION (DLI) PROGRAMS

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Abstract

Over the years, the pull-out model has emerged as a feasible tool to help English learners (ELs) in getting an in-depth understanding of the subject. However, the exclusion of English learners from the general classroom has raised concerns on the effectiveness of the pull-out model. Thus, the pull-in model has been a feasible approach that fosters the inclusion of ELs into the general classroom to ensure that they participate in the learning process. The workshop has explored a feasible product to facilitate the implementation of the push-in model and co-teaching initiatives. More importantly, the workshop will have multiple sessions, which should address different themes that focus on the needs of teachers who want to rely on the push-in method to engage with ELs. In this regard, it will be easier to pursue feasible pedagogic techniques and work toward transforming the academic context through the concept of inclusion.

Keywords: push-in model, co-teaching, pull-out model, collaborative, English learners (ELs)

Dedication

This thesis work is dedicated to my husband, Alex Ruiz and my two beloved children, Arianna and Santiago, who have been a constant source of support, patience, and encouragement during the challenges of my graduate school and life. I am truly thankful and blessed for having you in my life and shared this success together. This work is also dedicated to myself, because God gave me the strength, wisdom, resilience, and intelligence to never give up and work hard for the things that I aspire to achieve.

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Chapter One: Introduction

Learning a second or foreign language can be a very intimidating and difficult task. To succeed in learning a target language, the learner must draw upon a variety of cognitive, affective, and behavioral elements. Communicating with peers in the second language through speaking, listening, reading, and writing is one of the fundamental tenets of second language training. Zwiers et al. (2017) reported that speaking is crucial to get student feedback, promotes syntactic comprehension, and encourages participation. The motivation of students to learn a second language is also difficult to maintain and may even wane with time. This does not have to be the case in today's classrooms which are increasingly diversified (Johnson et al., 2018).

English is the most widely used language of business, published research, and communication in the modern world. The need to communicate in English has led to an increase in the number of English language learners (ELLs). ELLs have varying backgrounds and are of different ethnic descent, languages, and racial identities; not all ELLs are immigrants. The spectrum of needs from all these different cultures is a challenge the education sector has had to acknowledge will not be solved using a single approach. To integrate ELLs into the classroom, specific, sometimes unconventional methods need to be used. Traditionally, the pull-out model of support has been used. Understanding languages involves separation of the student from classmates to give special instructions. The number of transitions between class sessions becomes higher for the ELLs, and more time is lost in the process. According to Haynes the main concern with this model is ELLs may miss certain concepts and lose access to peers

(Haynes, 2016), physically and intellectually isolating them even further. Poor achievement of ELLs is a problem that can be addressed using Sheltered co-teaching.

Sheltered co-teaching (push-in program) is a deliberate method of teaching ELLs where the learner can grasp content while they improve their linguistic competence. It involves the use of two instructors in the classroom. The main goal is student achievement. The dual language immersion instructor has to be proficient in two languages, English and the first language of the student, and the subject. True collaboration requires that everyone involved work towards one goal while also acknowledging and allowing the development of individual abilities. Factors that may come in the way of this symbiosis such as the power dynamic between the instructors should be addressed. To reduce friction in learning, the instructors and administration must share a strong vision. Honigsfeld and Dove (2015) proposed in their research that there must be trust between instructors, support in the collaborative session - from co-planning to reflection on the students, and leadership support. This collaboration brings more beneficial possibilities for teachers and students. As more barriers are eliminated, more benefits to this push-in program will be unlocked.

The simplest form of co-teaching involves one instructor teaching with the other assisting. Keeping instructions simple and clear is helpful. More extensive methods are integrated with time as the instructors and students learn to work with each other. An inclusive classroom has the ELLs incorporated. Dividing the students into smaller distribution groups allows models such as parallel teaching, team teaching, and station teaching to be implemented. Here the instructors can individually address the different needs of the culturally diverse students. This connection builds the confidence of the students and trust in the instructor creates a welcoming environment ensuring no child is left behind.

In this environment, trustworthy and respectable partners will be selected for the students to guide them when instructors are not around. Instructors must pronounce the names of the ELLs correctly and take time to make their message understood. Careful observation of the students is necessary due to the cultural differences and to ensure they do not fall into groups of common descent which might disrupt cohesion and encourage them to relapse to speaking their respective first languages. Inviting the students to help translate and articulate syntax during learning also helps boost group morale. Addition of cultural material like educative paintings, poems and art fosters integration and builds background knowledge of the ELLs. Insufficient knowledge of the target culture may create a barrier to understanding even the simplest concepts. Assistants may help by asking for definitions of vocabulary and elaborating names contextually.

The push-in method of learning will include frequent opportunities for discussion and interaction maintaining attention. In smaller groups, students shy of speaking tend to open up. Native English-speaking students also benefit from the process. In DLI programs, discussion and debate present students an opportunity to apply the oral language skills of the target language (van der Veen et al., 2021). Learners have exposure to informal and academic language, which varies depending on the subject matter. Academic language is the language used in formal situations, such as classrooms, written correspondence, and public speeches. Learning the syntax of scientific concepts, math-related diction, and discipline-specific vocabulary are just a few examples of the difficulties associated with mastering the academic language. Other difficulties include passive voice, compound and complex sentences, and the grammatical structures of verbs, adverbs, and adjectives. The non - linguistic language used in subjects like science and math, such as diagrams, graphs, charts, maps, and equations, must also be mastered by students.

Learning needs to be regularly evaluated. ELLs show improved language skills and academic achievement can be determined by GPA (grade point score) and/or exiting an ELL program. Any instructional process must include an assessment to determine whether it is effective. Instead of being a holistic, final assessment, the evaluation must be continuous and weighted. Using the results, instructors can assess the model's effectiveness. It is a useful approach to keep track of pupils' development and identify any necessary adjustments. Assessments can either be formal or informal. Informal assessments happen during the teaching process with necessary adjustments in the direction or mode communication. With formal assessments, time is limited and students must work individually. The test can be subject-specific or more generalized. Teachers should retain a written record of the interactions and skills of their students. Assessments of students ought to focus on what was taught and what is important for the grade.

Understanding and optimizing the use of the model may take time but the benefits are far greater. Time is needed to prepare for the program. The instructors need to plan the course together and will have to learn to work together interchangeably. This new dynamic differs from having one teacher per class. Mutual respect and understanding of each other's abilities are crucial, otherwise, the DLI instructor may feel out of place. Developing trust between the instructors and students will take time too. Students need to feel comfortable speaking freely, asking questions, and engaging the instructors otherwise the program will not run smoothly. Equitable distribution of class resources is also necessary. The instructors must be patient, attentive, and kind because ELLs may not work as fast as native English speakers and may sometimes need more time internalizing basic concepts.

The push-in method has the learner at the center, focus shifts from weakness to a strength-based point of view. Instead of marginalizing those learning English as a second language, this model ensures there is equity, inclusion, and an enriched learning experience. The shared sense of responsibility builds professionalism and will push our understanding of the ever-changing needs of modern students. Since communication goes both ways, instructors also grow as individuals, self-reflecting and making social decisions with input from all participants which differs from the conventional one-way instructor-to-student model.

Chapter Two: Literature Review

The spread of English has enabled it to become an international language (Khasawneh, 2021). Thus, this has forced many students to pursue the language and improve their learning outcomes. English language learner (ELL) students struggle to get a quality education. Even though the ELL learners are distributed across the nation, they are poorly spread across schools. Only a few percent of ELLs have the opportunity to attend the nation's schools. Most of these schools are located in urban areas; however, they are highly filled with economically disadvantaged and minority students. Thus, ELLs are significantly separated from English-speaking students, who can help them learn and understand the language. Attending institutions with a high number of students who are also struggling makes it impossible for ELLs to hear and learn good models of English or even associate with native English speakers. Thus, this leads to negative learning outcomes and reduced rates of students understanding what is required of them.

The creation of an inclusive learning environment will contribute to positive learning outcomes. Teachers are challenged to form a positive and inclusive learning environment for the ever-increasing population of diverse students. The inclusive learning environment should promote all students' active participation and enhance their learning. Some factors that should be considered to enhance an inclusive learning environment include cultural differences such as language barriers. However, the inclusion of English learners in general classrooms needs adequate preparedness. The institution and the teachers must be well prepared to accommodate

these diverse students who need to learn English. The institution must ensure the teachers are well trained and understand the dynamics that must be applied while teaching the learners.

Co-teaching and push-in models have emerged as feasible ways to facilitate pedagogic strategies. Co-teaching involves re-organizing the instructional service model so that distinct tutoring instructors can change into traditional educational surroundings and formulate associations with all-purpose tutoring instructors to support the need of English learning students (Chitiyo & Brinda, 2018). In this case, co-teaching will involve the collaboration of English teachers and overall tutoring instructors to meet the increasing needs of diverse scholars in all education settings. The collaboration will involve teachers in administering student assessments, planning classroom management, and designing and delivering instructions to students (Chitiyo & Brinda, 2018). Additionally, co-teaching will involve identifying the wide range of learners' aspects, including language, culture, age, abilities, and other differences, such as disabilities. Therefore, co-teaching relieves the burdens teachers have to experience when trying to meet all the requirements of scholars. Thus, the execution of the co-teaching and models can foster inclusion.

English Language Learners

Traditional models for teaching, such as the pull-out methods, have proven ineffective in improving learning outcomes. Pull-out models have failed to benefit English learners (Williams & Ditch, 2019). The pull-out and the sheltered instruction models are the dominant teaching theories for English learners across the United States. The two models involve the seclusion of students from the general education learners to meet a language specialist. Pull out model is whereby students are separated from the general learners and are taught by an expert in the

language (Williams & Ditch, 2019). Even though the pull-out and the sheltered models support students in learning and understanding English, it separates ELLs from native English speakers, who might play an important role in helping learners understand English. Williams and Ditch (2019) stated that “including ELLs (English language learners) in the general classroom has the potential to provide these learners equitable access to resources, curricula, and services” (p. 21). Therefore, integrating English students with other learners will equip ELLs with greater opportunities to learn and understand and be at the same level as native English speakers. Therefore, teachers need to explore other evidence-based models that will be vital in helping English learners.

The preferences and challenges of English learners should foster policy-making initiatives (Mady & Masson, 2018). Institutions must consider the challenges faced by English learners and their preferences regarding the alternatives which they believe will enhance positive outcomes in their learning. Some challenges ELLs face include cognitive individual differences and language barriers (Alharbi, 2021). Understanding the challenges will give one an experience of what they are going through, facilitating the making of policies and solutions that can help ELLs learn. Considering such important aspects will play a vital role in helping English learners achieve their learning potential and become good English speakers. English learners struggle to get an inclusive learning environment. This has made it challenging to feel accepted in their learning environments. The increased education inequalities for English learners will lead to failure to achieve an inclusive educational system (Callahan et al., 2020). This makes it vital for the necessary persons to adopt practical approaches that can assist English learners in adjusting and positively improving their learning outcomes. Thus, it is important to consider oral

communicative competence in designing an effective approach to assist English learners in improving their learning outcomes.

Oral communicative competence is a priority for all students (van der Veen et al., 2021). Dialogic classroom talks are usually vital for improving the oral communicative competence of English learners (van der Veen et al., 2021). However, this competency cannot be achieved when English learners are separated from the rest, including native English speakers. Frequent communication with those fluent in English is vital in helping improve a learner's ability to learn and understand. However, the pull-out and the sheltered models fail to create such an environment for learners. The models separate ELLs from other learners while also giving them language specialists to teach them. Using such approaches has not proven effective in assisting English learners to achieve positive learning outcomes. Thus, English learners must be treated like other students to adjust easily and learn. They can only participate in dialogic classroom talks when placed in the same classrooms as the native English learners. Dialogic classroom talks involve giving students space “to (a) share, expand, and clarify their ideas or positions, (b) carefully listen to one another's ideas, (c) reason, (d) think together and negotiate meaning, and (e) reflect on their communicative performance and the understandability of their oral messages” (van der Veen et al., 2021, p. 2). These forms of participation with the rest of the students offer English learners the opportunity to learn new vocabulary, improving their English learning ability. These types of interactions will be beneficial in making ELLs feel accepted in their learning environment, thus challenging their learning capabilities. Separating English learners from other English speakers restricts their learning environments and experiences (Johnson et al., 2018). Teachers should work toward minimizing the restrictiveness in classrooms and allow

ELLs to associate with native English-speaking students for them to feel challenged and improve.

Culturally Responsive Teaching

Diverse learners, including English learners, require effective teaching approaches connecting their cultural backgrounds and academic life. Thus, culturally responsive teaching (CRT) prioritizes the requirements of English students (Acosta & Sanczyk, 2019). The high rise of diverse students across the United States creates the need for a cultural approach that will improve their learning aptitude. English learners have diverse backgrounds, thus forcing institutions and teachers to adopt strategies considering their cultural perceptions. Students' diversity in "linguistic backgrounds make it critical for teachers to prepare for their diverse educational experiences. Culturally responsive teaching begins with teachers recognizing their perspective and personal bias on diversity" (Acosta & Sanczyk, 2019, p. 48; Portes et al., 2018). Understanding where diverse students come from makes it easy for teachers to formulate approaches that will assist students in learning and performing positively. An instructor that perceives diverse students as incapable will transmit low academic expectations, which they are likely to expect in their learning. Thus, even when a student has potential, the teacher will still negatively misjudge ELLs. Teachers must evaluate students' cultural and personal views regarding learning and find ways to address the bias that may emerge. Teachers can improve their perception and performance in spite of their limitations.

The mismatch between school and home cultures has facilitated a negative educational position for ethnically minoritized students. CRT advocates insist that students' knowledge and capabilities must be linked to their individual involvement in a cooperative and supportive

environment. Culturally responsive teaching encourages teachers to exhibit multicultural attitudes (Abacioglu et al., 2019). CRT has also been practical in promoting positive student outcomes, including positive peer relationships, better achievement, and increased student engagement. It is indicated that “CRT includes developing a culturally diverse knowledge base by learning about differences in communication and learning styles and attending to unique cultural qualities of the students and their realities (e.g., racism and discrimination)” (Abacioglu et al., 2019, p. 2). Through CRT, all the different learning approaches and styles will be considered to ensure that students feel included in the learning system. Teachers must comprehend all the elements of a student’s culture to work towards achieving their goals. The curriculum should also be culturally based for students to feel politically, socially, and academically empowered.

An inclusive CRT framework will provide approaches to addressing the requirements of learners from various cultural and ethnic backgrounds (Compton, 2018; Bennett et al., 2018). Besides, culturally responsive teaching fosters diverse ethnical beliefs in the learning environment (Civitillo et al., 2019). Culturally responsive teachers must adopt positive perceptions regarding cultural diversity and reflect them through their actions. Culturally responsive pedagogies explore diversity as a key strength in learning (Kieran & Anderson, 2018). Failure to identify ways culture and experience can negatively impact learning, leading to a “danger of disproportionate representation in special education, and the possibility of confusing disability with diversity” (Kieran & Anderson, 2018, p. 2). Thus, ignorance of the benefits of culture in English learning language will adversely affect learning.

Collaborative Co-Teaching

Teachers work together in instructing, planning, and evaluating common classrooms (Rabin, 2020). Co-teaching involves the association between distinct and overall education instructors to support all forms of learners (Rabin, 2020; Justin, 2019). However, for teachers to collaborate and effectively co-teach, they need to develop approaches such as mutual observations, whereby instructors observe one another and give feedback. Providing feedback is important as one will be informed on what they are not doing right and the solution to take. The teachers should also accommodate the thought of having a power imbalance to allow them to evaluate one another. This will help educators find parity elusive and motivate themselves to become real teachers. Co-teaching is likely to be ineffective if the teachers fail to recognize their relationship and strive to improve their weaknesses. Thus, collaborative teaching encourages teachers to bring together their distinct strengths and perspectives to foster academic growth (Harkki et al., 2020; Mofield, 2020). When teachers have similar perspectives and apply their strengths in complimenting each other, it leads to co-teacher compatibility. Thus, when disagreements in teaching philosophies arise, it will be easier to be resolved.

Co-teaching will also allow every student to feel accepted and supported. It is perceived that “close cooperation between general teachers and special education teachers within the teaching dyad is assumed to be essential for effective inclusive education in terms of providing students with individual support” (Jurkowski & Mueller, 2018, p. 225). When such teachers are encouraged to cooperate, it creates more room for effective inclusive education, and students will receive more support. Other significant factors that influence the rate at which teachers will cooperate or not include professional development, social-emotional support, practical

assistance, and their student's academic performance. Thus, the institutions must ensure that all these factors are considered and aligned with the teacher and student's goals.

Collaborative teaching has contributed to improved students' engagement and participation in learning activities (Sebald et al., 2021). However, the student's engagement and participation rely on their teachers' teaming and interaction abilities in their classrooms. Co-teaching challenges include planning a common time, possessing the same philosophical perspectives on learning and teaching, accepting learning responsibility, and comprehending roles within the team (Sebald et al., 2021). The teachers also encounter certain challenges when applying collaborative learning with their students. They include developing teamwork beliefs and behaviors, assigning individual roles, providing necessary materials, managing group-work time, and monitoring students' on-task behavior (Le et al., 2018). Therefore, an institution needs to consider all these factors before implementing it to ensure it is effective. Implementing these changes will empower teachers to have an in-depth and objective understanding of the student's preferences. They can work toward transforming the general classroom.

Push-In Model

Push-in models are important and effective in assisting students in persisting in their central academic courses where they are likely to receive from their overall tutoring educator and also obtain education from their English tutor (Henry, 2018). The push-in delivery model involves placing learners in "mainstream classes and the specialist teacher works within that class to support students' learning" (Henry, 2018, p. 10). The push-in model is especially important in distinct education, where students struggle to improve their academic performance (Miles, 2019). The push-in model insists on including learners with different abilities in one

classroom (McCaw, 2020). In contrast to pull-out approaches, the push-in theory provides increased advantages of nurturing a collective learning environment by amalgamating class teachers' knowledge with language specialists within the same classroom.

Push-in model and co-teaching initiatives tend to coexist, thereby enhancing the accomplishment of key learning outcomes (Bauler & Kang, 2020). Thus, it is necessary to maintain co-teaching practices and integrate partnerships into an institution's culture to assist in meeting the requirements of English language students. A lack of cultural collaboration in an institution will prevent co-teachers from formulating healthy conditions that promote positive learning (Bauler & Kang, 2020). Successful collaborations are promoted by negotiating roles and responsibilities, sharing ideas, and setting goals.

The pull-out model has a tendency to separate learners and create a unique program for the ones with learning difficulties (Williams & Ditch, 2019). Pull-out and push-in models are vital in improving communication and English language skills. Sheltered instruction programs involve grouping ELLs in classes only meant for English learners. The intention of sheltered instruction "is to provide content-area instruction and develop English fluency while "sheltering" ELs from the need to compete with English speakers" (Williams & Ditch, 2019, p. 21). The sheltered approach, therefore, aims at preventing the learners from feeling challenged by the native English speakers. Thus, instead of exposing ELLs to those who can speak, it protects them from dealing with competition from native English speakers. However, pull-in provides English learners with the exposure which challenges them to become better speakers. Pull-in promotes the inclusion of students in the classroom with the rest of the students.

Inclusivity in Classroom

Inclusion will prioritize the interests of English learners in general classrooms (Mady & Masson, 2018). Incorporating inclusivity while teaching and learning English is an effective approach to acknowledging the complexities that happen in English learning classes. Student diversity is a complex phenomenon whose objective is to assist students in overcoming existing barriers and comfortably participating in classroom activities (Awang-Hashim et al., 2019). English instructors must take part in strategic reflection to evaluate and comprehend ways inclusion and diversity are hypothesized and managed in their learning context. Awang-Hashim et al. (2019) state that “inclusion is viewed as a way of thinking, an orientation, an ideology or as a set of practices or even policies that foster human rights, respect for differences and value in diversity for just and democratic learning communities” (p. 109). Thus, inclusion mainly facilitates respect for other people and fosters human rights. Inclusivity also involves having a curriculum formulated to involve all students in learning. It is a system that supports students from all backgrounds and different perspectives.

Inclusivity and educational equity for English learners should always be a priority (Callahan et al., 2020). When implementing inclusive education, it is important to consider its definition, provision of inclusive training, a properly designed implementation strategy, and a clear understanding of the challenges that may impede its implementation (Schuelka, 2018). Effective inclusive education must consider systems change and school transformation. However, the inclusivity approach usually is design-focused rather than resource-intensive (Schuelka, 2018). Inclusivity in the classroom involves students staying together in the mainstream classrooms for almost the whole day. In this approach, students will associate with one another, including the native English speakers, without separating in almost all instances.

Inclusivity in the classroom has proven effective in students' social well-being and achievement. Inclusivity has been proven effective in special classrooms and schools. The various factors influencing the success of inclusivity in classrooms include socio-economic status, gender, language, ethnicity and age.

Inclusivity discourages teachers from using mainstream beliefs or personal values (Acosta & Sanczyk, 2019). In fact, inclusivity and diversity assist in enforcing norms that assist English learners in their immersion process. Mainstream teachers must be provided with the prospect of discovering their personal and cultural ideals that will be used to address any implied bias that may happen. Preparation programs for teachers thus assist in educating teachers on the concepts and knowledge they should teach to learners. It is indicated that “for language teacher educators, creating the pedagogical conditions for redistributing power and developing authentic relationships requires an intentional disruption of geographies of knowledge and language, whereby pre-service teachers leave the university campus to learn in community settings” (Palpacuer-Lee et al., 2018, p. 4). This means that for a teacher preparation program to be effective, it must provide English learners with the right exposure to communication and language in a community setting. Lastly, inclusion looks at ways to establish a least restrictive learning environment (DeMartino & Specht, 2018). The exclusion of students learning English from the regular classroom must only be done in highly scrutinized exceptions. Institutions must therefore develop improved approaches to ensuring that English learners are involved in the whole learning process.

Conclusion

In conclusion, culturally responsive teaching, collaborative co-teaching, a push-in model and inclusivity in the classroom are effective strategies that will assist ELLs in overcoming their challenges. English learners commonly struggle from a lack of an inclusive classroom. Thus, adopting culturally responsive teaching, collaborative co-teaching, a push-in model and inclusivity in classroom approaches will assist English learners to feel accepted and improve their academic accomplishments. Culturally responsive training involves teachers understanding where diverse students come from hence formulating approaches that will assist each in learning and performing positively. In this approach, the teachers strive to understand students' different cultural perspectives and formulate strategies that align with these perspectives. Teachers are more likely to help students to perform better by making them feel accepted and engaging with them in the classroom.

Collaborative co-teaching will lead to positive learner outcomes, allowing students to be taught from different perspectives, improving their understanding. Co-teaching encourages teachers to understand diverse perspectives. It will also involve the development of strategies that will focus on the student's interests. Through this approach, teachers will encourage students and strive to improve their weaknesses. Thus, teachers must learn to interact with one another for them to create an accommodative environment for feeling accepted and supported. The push-in model is also an important strategy for enabling students to maintain their main academic courses where they will obtain education from all their teachers. The push-in program creates an inclusive learning environment. The approach involves students learning in the same class as they receive assistance from their specialist teacher. Students learning outcomes can be enhanced when co-teaching strategies and push-in are amalgamated. Inclusivity is also important as it

appreciate a students' personal values and beliefs. Students will perform positively once they feel involved like the other native English language learners. Allowing ELLs to participate in the same class as the native English speakers will challenge and make them work harder to improve their performance. Currently, most teaching strategies and curricula fail to recognize the personal views of learners. Some curriculums are based on mainstream values that do not acknowledge the interests of English learners. A transformation of such misconceptions should be a priority.

Chapter Three: Project Design

This chapter explores the rationale behind the use of a workshop to inform teachers on ways to initiate sheltered co-teaching and push-in methods in a classroom of English learners. It is essential to note a workshop is a platform that fosters active participation of the teachers as they learn and comprehend the role of the various pedagogic models and concepts. The implementation of these changes will foster inclusion by ensuring that teachers accommodate the preferences and interests of English learners in lesson plans, assignments, and tests. When teachers need to learn a new concept, it is important for the intervention to have attainable objectives. Thus, the workshop will present a feasible platform for the teachers to explore different issues that are necessary for helping English learners accomplish different expectations. For this reason, teachers will even have an avenue to facilitate extensive engagement that looks at different challenges that they might encounter in an inclusive learning environment. Furthermore, teachers will mention different evidence-based solutions that have eliminated numerous obstacles in their classrooms, thereby contributing to positive learning outcomes among English learners.

The workshop will be categorized into four sessions, which will explore different themes that are associated with proper pedagogic mechanisms. The sessions will explore the essence of sheltered co-teaching, the push-in method, culturally responsive teaching, preferences of English learners, as well as inclusivity in general classrooms. The in-depth assessment of these key issues is necessary for ensuring that teachers are familiar with specific pedagogic mechanisms that they should integrate into the academic context. Teachers will comprehend how they can be applied

in a general classroom in a way that fosters inclusivity. It is vital to understand that the ultimate objective of the workshop is to discourage teachers from using pedagogic mechanisms that exclude English learners. Instead, it is necessary for English learners to be a part of the general classroom. Additionally, teachers are the ones who will have to initiate instructional differentiation and accommodations to ensure that English learners also participate in the learning activities. The workshop will outline some of the instructional differentiation and accommodations, which can foster active participation of English learners while considering native speakers in the general classrooms.

More importantly, teachers at the workshop will also explore some of the best practices that are associated with the push-in model. Based on the fact that it is the most essential component of the research, there is a need for the workshop to address the intervention in a more comprehensive approach. For instance, “push-in ESL programs, on the other hand, “push” the ESL teacher into the regular classroom to provide language instruction to designated groups of EL students” (Williams and Ditch, 2019, p. 21). The illustration pinpoints how teachers should introduce the push-in model in order to assist English learners. It can assist English learners in engaging with native speakers on different issues that are associated with the capacity to comprehend key learning outcomes. However, at the same time, it is vital for teachers to be informed about the role of push-out models. More specifically, “in pullout English as a second language (ESL) programs, ELs are pulled out of mainstream classrooms to receive instruction in English from an ESL teacher” (Williams and Ditch, 2019, p. 21). It is clear that the two models present quite unique perspectives of English learners and the process of attaining positive learning objectives. As such, the workshop will guide teachers in understanding the differences between the key pedagogic models and how they can incorporate key insights into lesson plans.

The differentiation of the two evidence-based models and the roles that they play among English learners will be an important part of the workshop. Teachers will access vast materials on how these initiatives should be integrated into inclusive classrooms. Furthermore, the workshop will explore various best practices that teachers need to comprehend as they understand the essence of the mechanisms.

Apart from that, each session will have readily available resources, which outline the scholarly input on each theme. For instance, accessible articles and YouTube videos will provide additional insights into how to integrate the push-in method into general classrooms. During the workshop, participants will view YouTube videos that illustrate the essence of the different pedagogic concepts. From that point, they will comprehend the role of these concepts in enhancing their teaching approaches. Similarly, they will explore other best practices that are meant to create an engaging and inclusive learning space for English learners. The absence of best practices can foster inconsistencies in the implementation of the pedagogic mechanisms. As such, it is necessary for educators to be fully aware of these key components and create an inclusive environment for all students. Furthermore, the YouTube videos will outline the differences between the push-in and push-out methods to portray how they present unique perspectives on the learning processes. Co-teaching and push-in models have a tendency to coexist and influence how teachers engage with students to enhance their level of understanding (Bauler and Kang, 2020; McCaw, 2020). The visual clarification will highlight the reasons for initiating the push-in method in order to transform the academic context. At the same time, the YouTube videos will also describe how English learners might fail to fit into a classroom that has not considered the components of an inclusive learning environment. Even Mady and Masson (2018) insist that inclusivity usually focuses on English learners staying in the general

classrooms during the lesson. As such, they should not be separated from their peers who are familiar with the native language. The use of credible sources such as articles and YouTube videos will guide teachers in comprehending how these concepts should be integrated into the learning environment.

Moreover, the workshop will have hands-on activities and academic tasks that teachers should initiate. These activities will outline feasible ways of engaging with their students as they help them understand and embrace the pedagogic models. For instance, the teachers will be arranged into groups, where they should create lesson plans that are in line with sheltered co-teaching strategies. Rabin (2020) reveals, “In a co-teaching model of student-teaching, a mentor-teacher and teacher-candidate teach together, practicing strategies requiring shared authority, consistent engagement from both teachers, and collaboration over planning, instruction, and assessment, toward the gradual assumption of the role of solo teaching” (p. 135). All these key components highlight how teachers need to be fully aware of the co-teaching model and its function in inclusive classrooms. Additionally, it is vital to note that these initiatives will assess outcomes such as teamwork, sharing of ideas, interdisciplinary engagement, and consensus in decisions. Clearly, these key components will allow teachers to experiment with different ideas based on existing literature. The workshop will have scripts with detailed processes that teachers need to follow as they explore the practical components of culturally-inclusive teaching in the push-in method and sheltered co-teaching. These scripts will specify the scope of the workshop in helping teachers comprehend their key roles in ensuring that the academic activities are a success. Similarly, teachers will make an effort to engage with other experts in order to have a more objective understanding of co-teaching. In such instances, teachers will access mentors who can guide them in implementing crucial components of their pedagogic mechanisms in

order to foster a sense of inclusion. Based on these insights, the workshop will be helpful in educating and sensitizing all the key stakeholders who need to participate in the academic context in engaging with a diverse academic population.

Even the reflective journals and dialog videos will assist teachers in the workshop to find additional topics that they should explore. More importantly, all these issues will be included in brochures that have an outline for the workshop. From that point, teachers will initiate extensive research that explores issues, which were highlighted in the dialog videos and reflective journals in a more detailed approach. These insights will enhance their objective awareness of their students and classroom arrangement. For instance, the reflective materials will encourage teachers to explore the essence of dialogic engagement in classroom activities. Even Van der Veen et al. (2021) reveal how the teacher-steered monologic talk, might limit the ability of students to explore different academic issues. However, dialogic classroom talk is vital in enhancing student-teacher interaction and creating multiple avenues for conversations (Van der Veen et al., 2021). In this regard, English learners can comprehend different issues such as pronunciation and new vocabulary when they are engaging in dialogic classroom talk. As such, teachers who complete the reflective journals and articles will understand the importance of dialogic classroom talk and how they can function as useful pedagogic tools to assist English learners. The workshop will illustrate all these issues with the help of simple, clear, and attainable tasks that the teachers should initiate. In the process, they will use the dramatization of inclusive classrooms to understand how monologic and dialogic classroom talks are quite different and assist English learners in embracing key insights from the lessons. The hands-on activities and experimentation will help the participants to comprehend the need to incorporate

various evidence-based pedagogies into their classrooms. These initiatives pinpoint the essence of a workshop in helping English learners in initiating appropriate changes.

Chapter Four: The Project

Theme One: A Significant Extent of Teacher Collaboration

Objective

The objective of the first theme of the workshop is to establish the scope of the co-teaching initiatives and appropriate resources that the teachers will need to implement the push-in program (see Figure 4.1, Appendix – Slide #1). The approach is necessary for helping teachers comprehend the nature of tasks that they should use to make the engagement more productive for the ELs. These measures can lead to other key changes in the delivery of appropriate knowledge.

Theme One: A Significant Extent of Teacher Collaboration

► Objective

- To determine the scope of collaboration.

► Interventions

- Use classroom time to help ELLs to comprehend the explicit and sustained literacy instructions.
- Make an effort to sustain professional collaboration with the help of adequate materials.
- Ensure that the shared instructional content and time are in line with the curriculum standards and related materials.
- Engage in joint professional development to enhance teachers' awareness in collaborative teaching practices that can assist ELs.

Figure 4.1: Theme One, objective and interventions

Interventions

In the process of attaining the objective, there is a need to come up with feasible interventions. For instance, teachers need to use adequate classroom time appropriately to assist ELLs to fully understand the explicit, systematic, and sustained literacy instructions. Besides, they should make an effort to sustain professional collaboration with the help of adequate materials. In this case, they should ensure that the shared instructional content and time are in line with the curriculum standards and related materials (see Figure 4.2, Appendix – Slide #2). Similarly, they need to engage in joint professional development, which will enhance the teachers' level of awareness in collaborative teaching practices that can assist ELs.

Theme One: A Significant Extent of Teacher Collaboration Cont'd

➤ Processes

- Read article "SIOP feature #4 identify supplementary materials to use."
- Prompt – Ask teachers whether their ELs tend to struggle with the comprehension of the texts that are provided in the curriculum learning materials. What measures have the teachers used to enhance the level of comprehension among the ELs. Inform teachers of the benefits of supplementary materials that might capture the second language or even the cultural practices of the ELs. Help teachers comprehend the benefits.

Figure 4.2: Theme one, processes

Processes

Furthermore, the teachers should read the article “SIOP feature #4 identify supplementary materials to use” in order to understand the resources that they need during their classroom sessions. In this case, the prompt will focus on engaging with the teachers to comprehend whether the ELs tend to have a difficult time comprehending different academic texts, which are provided in the curriculum learning materials. More specifically, the teachers should mention different measures that teachers have used to enhance the level of comprehension among the ELs. Apart from that, teachers should illustrate crucial benefits that they always retrieve from the use of supplementary materials that might capture the second language or even the cultural practices of the ELs (see Figure 4.3, Appendix – Slide #3). As such, they should also help teachers understand different benefits that they might get from the different initiatives.

Theme One: A Significant Extent of Teacher Collaboration Cont'd

► Processes

- Read article “Maximizing instructional time in the classroom.”
- Prompt – Ask teachers whether they usually consider the level of productivity in their classrooms. Do they prioritize the management of instructional time in the provision of crucial insights? Thus, teachers should participate in helping their students process content and instructions with ease. The approach will enhance student engagement. Besides, teachers should also give ELs enough time to answer questions or even complete assignments due to their insufficient awareness of the English language.

Figure 4.3: Theme one, processes

On the other hand, the teachers should read article “Maximizing instructional time in the classroom” that explores the appropriate way to use the existing time. The prompt looks at the process of assessing whether teachers determine a specific level of productivity in their classrooms. Hence, they should describe the extent of management of instructional time in the implementation of different lesson plans. Thus, teachers should be a part of the sessions that focus on helping their students process key content and instructions without any restrictions. Additionally, the approach will enhance the level of student engagement in the academic context. Besides, teachers should also give ELs enough time to answer crucial questions and different literacy assignments due to their insufficient comprehension of the English language (see Appendix – Slide #3).

Resources

The resources have also outlined crucial guidelines that are necessary for appropriate mechanisms for the collaborative initiatives (see Figure 4, Appendix – Slide #4). In this case, “SIOP feature #4 identify supplementary materials to use” by Kongsvik explores different ways to enhance the learning process. Clearly, ELs tend to struggle in comprehending complex content. Hence, relatable and simple content can enhance their insights into ways to understand crucial academic concepts. Additionally, the article “Maximizing instructional time in the classroom” by Prescott looks at the need to maximize the learning insights. Hence, teachers should make an effort to interact with students in a more productive way and the shortest time in the academic context.

Theme One: A Significant Extent of Teacher Collaboration Cont'd

► Resources

- Kongsvik, J. (2020). *SIOP feature #4 identify supplementary materials to use*. TESOL Trainers: Education Consultants, <https://www.tesoltrainers.com/siop-feature-4-identify-supplementary-materials-to-use.html#/>
- Prescott, J. (2021, November 15). *Maximizing instructional time in the classroom*. Houghton Mifflin Harcourt, <https://www.hmhco.com/blog/maximizing-instructional-time-in-the-classroom>

Figure 4.4: Theme one, resources

Theme Two: Language-Focused Curriculum

Objective

In this case, the objective is to establish a language-focused curriculum that complements the push-in program for ELs (see Figure 4.5, Appendix – Slide #5). Hence, it is necessary for the curriculum and the push-in program to have similar objectives. The initiatives will give teachers an opportunity to foster active participation among teachers,

Theme Two: Language-Focused Curriculum

► Objective

- To establish a language-focused curriculum that complements the push-in program for ELs.

► Interventions

- Explore different co-planning avenues to enhance the curriculum with the help of assessments and hands-on activities.
- Ensure that the ESL instruction are in line with WIDA Standards and also have other grade-level appropriate topics.

Figure 4.5: Theme two, objective and interventions

Interventions

The interventions will explore unique opportunities to strengthen the curriculum. For instance, teachers need to explore different co-planning avenues that will enhance the curriculum and enhance the usage of assessments and hands-on activities. These initiatives should also ensure that the ESL instruction are in line with WIDA Standards and also have other grade-level appropriate topics.

Processes

On the other hand, the teachers should read article “Accessibility strategy: Sentence frames” and view the video “Word banks for students | EP. 8” in order to maximize their knowledge in the field. For instance, these sources will help the teachers maximize their awareness of different formative assessments that they always use in ESL classroom. They will

even describe their understanding of word banks and sentence frames as formative assessments. At that point, they can proceed with other appropriate ways to apply sentence frames and word banks in the classrooms with ELs (see Figure 4.6, Appendix – Slide #6).

Theme Two: Language-Focused Curriculum Cont'd

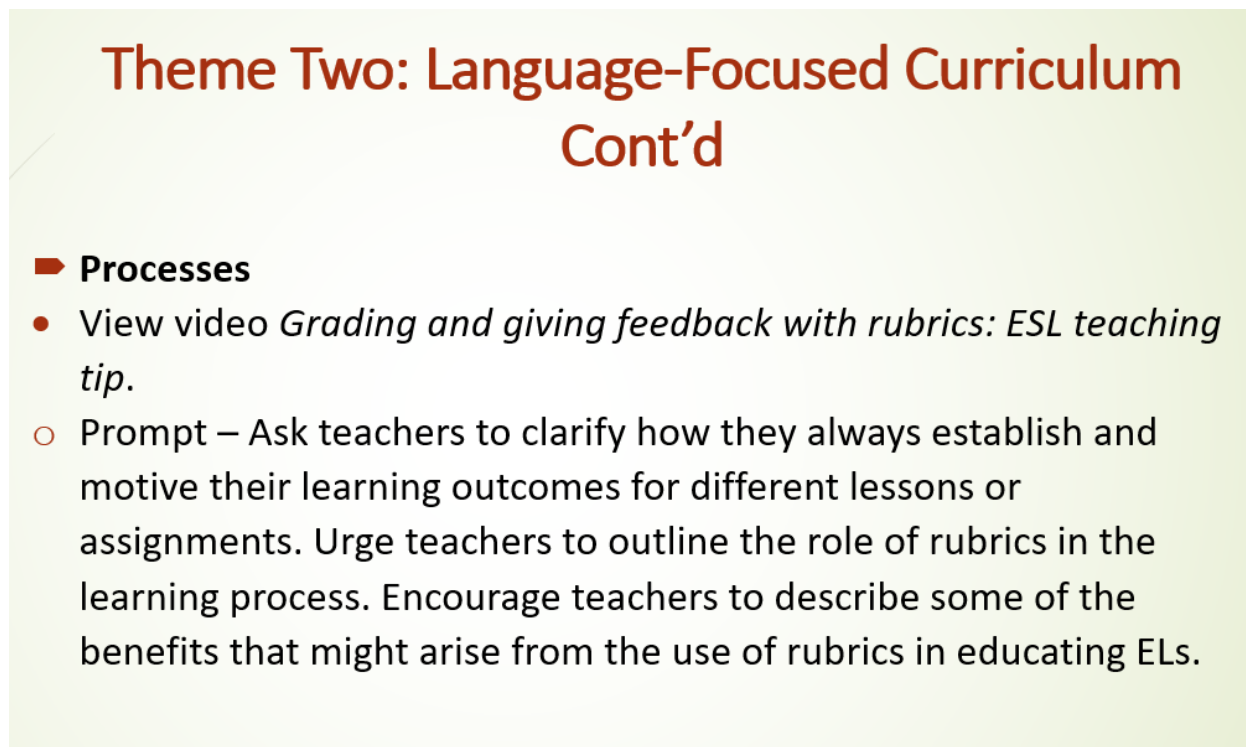
► Processes

- Read article “Accessibility strategy: Sentence frames” and view video *Word banks for students / EP. 8*.
- Prompt – Ask teachers on different formative assessments that they always use in ESL classroom. Ask them to describe their understanding of word banks and sentence frames as formative assessments. Explore the appropriate way to apply sentence frames and word banks in the classrooms with ELs.

Figure 4.6: Theme two, processes

Similarly, the teachers should view the video “Grading and giving feedback with rubrics: ESL teaching tip” and get a more in-depth understanding of the tools. In this case, the teachers need to clarify how they have established and motivated their students to attain higher learning outcomes for different lessons or assignments. The teachers should outline the role of rubrics in

the learning process. In this regard, teachers will describe some of the benefits that might arise from the use of rubrics in educating ELs (see Figure 4.7, Appendix – Slide #7).



Theme Two: Language-Focused Curriculum Cont'd

- **Processes**
 - View video *Grading and giving feedback with rubrics: ESL teaching tip*.
 - Prompt – Ask teachers to clarify how they always establish and motive their learning outcomes for different lessons or assignments. Urge teachers to outline the role of rubrics in the learning process. Encourage teachers to describe some of the benefits that might arise from the use of rubrics in educating ELs.

Figure 4.7: Theme two, processes

Resources

Additionally, the resources have offered adequate insights into feasible approaches on helping the teachers work with their students effectively (see Figure 4.8, Appendix – Slide #8). The video “Grading and giving feedback with rubrics: ESL teaching tip” by International English Teaching highlights the role of rubrics in the academic context. As such, rubrics can give ELs provide an opportunity for teachers to engage with other key participants more extensively. Besides, the video “Word banks for students | EP. 8. YouTube” by The Language Lady explores

the need for effective assessments. Thus, the source highlights the need to have appropriate formative assessments. The article “Accessibility strategy: Sentence frames” by Smarter Balanced highlights feasible formative assessments that teachers can use. More importantly, ELs tend to have insufficient literacy knowledge, thereby making sentence frames as appropriate assessment tools.

Theme Two: Language-Focused Curriculum Cont'd

► Resources

- International English Teaching (2019, February 13). *Grading and giving feedback with rubrics: ESL teaching tip*. YouTube, from <https://www.youtube.com/watch?v=5HJV04d1x-4>
- The Language Lady. (2019, November 18). *Word banks for students / EP. 8*. YouTube, <https://www.youtube.com/watch?v=vxltNlrSu9U>
- Smarter Balanced (2022, June 30). *Accessibility strategy: Sentence frames*. Tools for Teachers - Smarter Balanced, <https://smartertoolsforteachers.org/resource/1429>

Figure 4.8: Theme two, resources

Theme Three: Emphasis on the Needs of EL Population

Objective

In this specific theme, the objective is to accommodate needs of ELs in the general classroom (see Figure 4.9, Appendix – Slide #9). The approach will give ELs an opportunity to participate in the learning process in a more productive process. As such, it will be easier to prioritize their respective interests and preferences in the lessons.

Interventions

The interventions focus on helping teachers understand the importance of flexible scheduling. Apart from that, teachers will identify the need to introduce after-school programs for the struggling ELs. Similarly, they will even explore additional aids to the age-appropriate literacy instructions (see Figure 4.9, Appendix – Slide #9). Based on different concerns, they will create room for peer mentoring, which involves other classmates.

Theme Three: Emphasis on the Needs of EL Population

► Objective

- To accommodate needs of ELs in the general classroom.

► Interventions

- Help teachers understand the importance of flexible scheduling.
- Introduce after-school programs for the struggling ELs.
- Explore additional aids to the age-appropriate literacy instructions.
- Create room for peer mentoring, which involves other classmates.

Figure 4.9: Theme three, objective and interventions

Processes

The teachers will start by viewing the video “How to use a bilingual dictionary.” The teachers will then outline some of the aids to instructions that they have used while engaging with ELs. From that point, they will specify whether they understand the purpose of bilingual dictionaries and glossaries in helping ELs comprehend literacy instructions. These insights will contribute to their awareness of the benefits that they might access from the implementation of bilingual dictionaries (see Figure 4.10, Appendix – Slide #10). In addition to bilingual dictionaries, the teachers will specify the role of graphic organizers in capturing the interrelation between concepts and vast vocabulary from the native dialect and English language.

Theme Three: Emphasis on the Needs of EL Population Cont'd

➤ Processes

- View the video *How to use a bilingual dictionary*.
- Prompt – What are some of the aids to instructions that you have used while engaging with ELs. Do you understand the purpose of bilingual dictionaries and glossaries in helping ELs comprehend literacy instructions? Ask teachers to outline some of the benefits that they might access from the implementation of bilingual dictionaries. Identify whether teachers understand the role of graphic organizers in capturing the interrelation between concepts and vast vocabulary from the native dialect and English language.

Figure 4.10: Theme three, processes

The teachers will then read the article “Peer mentoring can strengthen connection between English learners and classroom community.” This approach will determine the awareness of the teachers of the concept of peer mentoring. In this regard, it is evident that peer mentoring is meant to complement the push-in program and co-teaching initiatives. Thus, they will specify whether the connection between ELs and the general classroom will improve after the introduction of peer mentoring (see Figure 4.11, Appendix – Slide #11).

Theme Three: Emphasis on the Needs of EL Population Cont'd

► Processes

- Read the article “Peer mentoring can strengthen connection between English learners and classroom community.”
- Prompt – What is your understanding of the concept of peer mentoring? Do you believe that peer mentoring can complement the push-in program and co-teaching initiatives? Can the connection between ELs and the general classroom improve after the introduction of peer mentoring?

Figure 4.11: Theme three, processes

Resources

The resources pinpoint useful concepts on the need to acknowledge and prioritize interests of ELs (see Figure 4.12, Appendix – Slide #12). The article “Peer mentoring can strengthen connection between English learners and classroom community” by Barack focuses on the essence of students to engage on extensive issues. ELs will benefit from the experience and knowledge from their colleagues, which can place more emphasis on the need to master the existing vocabulary. The video “How to use a bilingual dictionary” by Keep in English mentions how it is necessary for the classrooms to have such resources. Clearly, it will be necessary for teachers to simplify the learning experience and come up with feasible ways to foster engagement in a more productive approach.

Theme Three: Emphasis on the Needs of EL Population Cont'd

► Resources

- Barack, L. (2018, October 24). *Peer mentoring can strengthen connection between English learners and classroom community*, <https://www.k12dive.com/news/peer-mentoring-can-strengthen-connection-between-english-learners-and-class/540259/>
- Keep in English (2022, January 18). *How to use a bilingual dictionary*. YouTube, <https://www.youtube.com/watch?v=NhEkYCMdVb8>

Figure 4.12: Theme three, resources

Theme Four: Arrangement of General Classroom and Structure of Inclusive Lesson Plans

Objective

The sole objective of this fourth theme is to create a more feasible and thoughtful arrangement of the general classroom space (see Figure 4.13, Appendix – Slide #13). The approach will give ELs an opportunity to fit into the vast classroom. As such, they will have a voice to share their feedback and participate in the learning experience.

Theme Four: Arrangement of General Classroom and Structure of Inclusive Lesson Plans

► Objective

- Establish a more thoughtful arrangement of the general classroom space.

► Interventions

- Establish literacy centers.
- Categorize Els with respect to key attributes such as first languages, cultural practices, or level of language proficiency.
- Create lesson organization that acknowledges small group instruction.

Figure 4.13: Theme four, objective and interventions

Interventions

The interventions are also important in enhancing the ability of teachers initiate key pedagogic measures. In this case, teachers will have to establish literacy centers. From that point, they will even classify Els in accordance to elements such as first languages, cultural practices, or level of language proficiency (see Appendix – Slide #13). Apart from that, they should create lesson plans that acknowledge small group instruction.

Processes

Furthermore, the implementation of the objective and interventions will rely on other feasible processes. For instance, teachers will view the video Learning centers | teaching strategies #8. From that session, teachers will clarify whether they have created and integrated learning centers into the general classrooms. Besides, teachers should also mention crucial

benefits of learning centers that have improved crucial academic outcomes quite extensively (see Figure 4.14, Appendix – Slide #14). They should also mention some of the challenges that they have encountered.

Theme Four: Arrangement of General Classroom and Structure of Inclusive Lesson Plans Cont'd

► Processes

- View the video *Learning centers / teaching strategies #8*.
- Prompt – Ask teachers to clarify whether they have established and used learning centers in the past. Urge teachers to outline some of the benefits of learning centers in the improvement of academic outcomes. They should also mention some of the challenges that they have encountered.

Figure 4.14: Theme four, processes

The teachers should also read the article “5 simple ESL learning centers that get your classroom to teach for you” that focuses on the need to have vast literacy insights. The teachers will have an opportunity to highlight different ways that they can use to establish literacy centers into the ESL classrooms. They should go through the article and identify the most feasible forms of learning centers that they can introduce in an inclusive academic context (see Figure 4.15,

Appendix – Slide #15). Similarly, they should also motivate teachers to outline different ways that they can foster cooperative or collaborative learning while considering the push-in program in literacy learning centers.

Theme Four: Arrangement of General Classroom and Structure of Inclusive Lesson Plans Cont'd

► Processes

- Read the article “5 simple ESL learning centers that get your classroom to teach for you.”
- Prompt – Ask teachers to outline different ways that they can integrate literacy centers into the ESL lessons. They should go through the article and identify the most feasible forms of learning centers that they can introduce in an inclusive academic context. Urge the teachers to outline different ways that they can foster cooperative or collaborative learning while considering the push-in program in literacy learning centers.

Figure 4.15: Theme four, processes

Resources

In this case, resources have also captured key concepts, which are necessary for sensitizing the appropriate arrangement of classrooms (see Figure 4.16, Appendix – Slide #16). Clearly, the push-in program needs an extensive reorganization of the classroom to ensure that the needs of the ELs are also a priority. For instance, the resource “Learning centers | teaching

strategies #8” by Teachings in Education focuses on feasible classroom arrangement approaches. The learning centers will give ELs an opportunity to access suitable academic sources for the teachers’ pedagogic initiatives. Additionally, the resource “5 simple ESL learning centers that get your classroom to teach for you” by Verner highlights the appropriate way to integrate the initiatives into the learning space. ELs who utilize these techniques are more likely to get adequate academic support in such a context.

Theme Four: Arrangement of General Classroom and Structure of Inclusive Lesson Plans Cont’d

► Resources

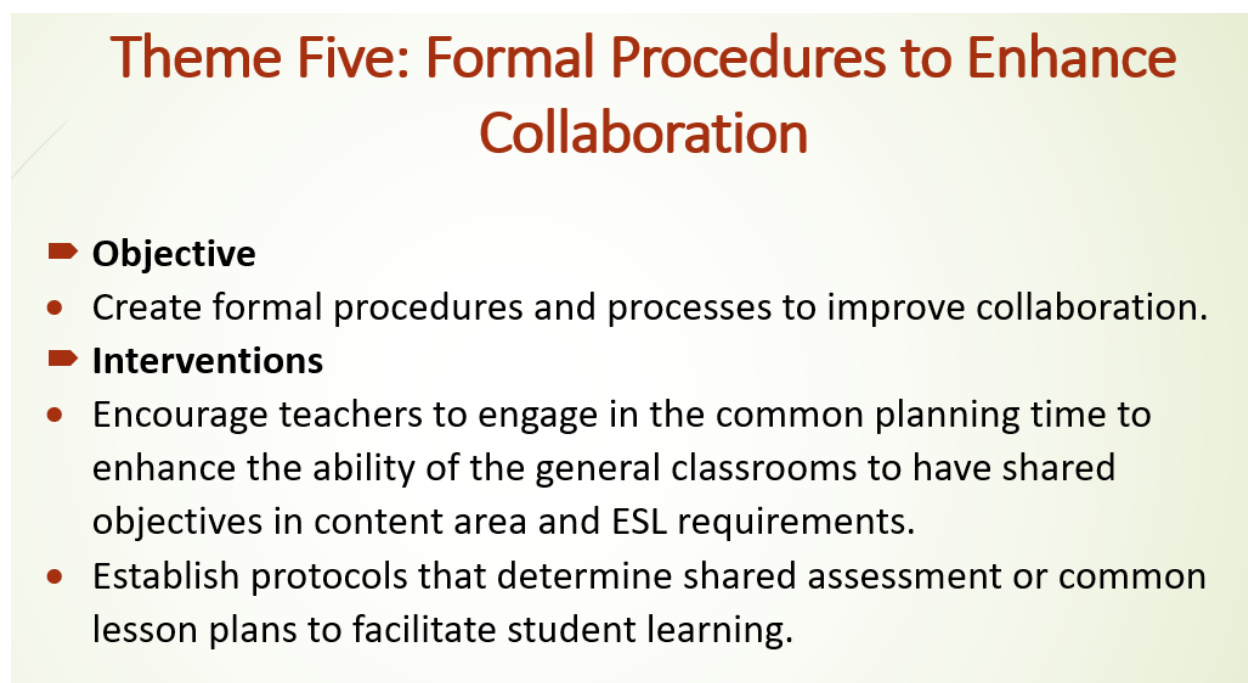
- Teachings in Education (2018, February 24). *Learning centers / teaching strategies #8*. YouTube, <https://www.youtube.com/watch?v=xtEsc-oohvc>
- Verner, S. (2021, January 28). *5 simple ESL learning centers that get your classroom to teach for you*. FluentU English Educator Blog, <https://www.fluentu.com/blog/educator-english/esl-learning-centers/>

Figure 4.16: Theme four, resources

Theme Five: Formal Procedures to Enhance Collaboration

Objective

The key objective is to create formal procedures and processes to improve collaboration (see Figure 4.17, Appendix – Slide #17). Hence, the teachers should know the appropriate guidelines and professional expectations. The accomplishment of the objective will contribute to seamless coordination and sharing of ideas among teachers.



Theme Five: Formal Procedures to Enhance Collaboration

- **Objective**
 - Create formal procedures and processes to improve collaboration.
- **Interventions**
 - Encourage teachers to engage in the common planning time to enhance the ability of the general classrooms to have shared objectives in content area and ESL requirements.
 - Establish protocols that determine shared assessment or common lesson plans to facilitate student learning.

Figure 4.17: Theme five, objective and interventions

Interventions

The interventions will help teachers engage with their colleagues on the common planning time to enhance the ability of the general classrooms to have shared objectives in content area and ESL requirements (see Appendix – Slide #17). These ideas will foster the

sharing of suggestions that can enhance the pedagogic initiatives. Teachers should also establish protocols that determine shared assessment or common lesson plans to facilitate student learning.

Processes

On the other hand, the teachers at the workshop should start by reading the article “6 classroom management strategies for ESL teachers.” It will help them get adequate clarity on the purposes of the classroom management strategies that they have adopted while engaging with ELs. Then, from that point, the teachers will illustrate other useful feasible behavioral management, which they have integrated into the ESL classroom (see Figure 4.18, Appendix – Slide #18). Based on the insights from the article, teachers should also evaluate the role of each classroom management strategy in enhancing the push-in program.

Theme Five: Formal Procedures to Enhance Collaboration Cont'd

► Processes

- Read article “6 classroom management strategies for ESL teachers.”
- Prompt – Ask teachers to clarify some of the classroom management strategies that they have adopted while engaging with ELs. Then, ask teachers to outline some of the feasible behavioral management, which can be effective in the ESL classroom. Based on the insights from the article, teachers should evaluate the role of each classroom management strategy in enhancing the push-in program.

Figure 4.18: Theme five, processes

Additionally, the teachers should view video “ESL parent outreach & involvement (ELL & bilingual).” The content will be helpful in deciding the most appropriate way to engage with the parents. For instance, teachers should illustrate the appropriate way to integrate parents into their lesson planning process. In this case, they can make an effort to explore the role of parents as multicultural resources in ESL lessons (see Figure 4.19, Appendix – Slide #19). Based on insights from parents, teachers can enhance different pedagogic processes, which are meant to deliver adequate knowledge to the ELs classroom.

Theme Five: Formal Procedures to Enhance Collaboration Cont'd

➤ Processes

- View video *ESL parent outreach & involvement (ELL & bilingual)*.
- Prompt – Ask teachers to illustrate whether they can integrate parents into their lesson planning process. Explore the role of parents as multicultural resources in ESL lessons. Encourage teachers to use parental insights to enhance the processes of delivering knowledge to the ELs.

Figure 4.19: Theme five, processes

Resources

The resources outline different measures that are necessary for ensuring that the collaborative initiatives are based on formal procedures (see Figure 4.20, Appendix – Slide #20). The source “ESL parent outreach & involvement (ell & bilingual)” by Teachings in Education looks at the appropriate ways to work with educators. It is essential to note that educators need to work with parents as multicultural resources to attain higher learning objectives due to the existing personal experiences. Another source “6 classroom management strategies for ESL teachers” by Patton explores the different initiatives to engage with students to create a positive learning environment. Based on the fact that ELs are dealing with the cultural changes, there is a need to consider and prioritize how they fit into the general classroom.

Theme Five: Formal Procedures to Enhance Collaboration Cont'd

► Resources

- Teachings in Education (2016, September 28). *ESL parent outreach & involvement (ell & bilingual)*. YouTube, <https://www.youtube.com/watch?v=ZIDAEDSMDRU>
- Patton, S. (2019, October 22). *6 classroom management strategies for ESL teachers*. Go Overseas, <https://www.gooverseas.com/blog/classroom-management-strategies-for-esl-teachers>

Figure 4.20: Theme five, resources

Theme Six: Established Collaborative Protocols

Objective

The objective is to establish feasible collaborative protocols with the intent to initiate the teaching process (see Figure 4.21, Appendix – Slide #21). More importantly, the objective is necessary for helping teachers work together with ease. The inability to consider such measures might contribute to other negative learning outcomes.

Interventions

The interventions have also offered clarity on the feasible techniques. In this case, teachers should establish collaborative protocols that will enhance different aspects of co-teaching. For instance, teachers should understand the appropriate way to define their roles.

Besides, teachers should come up with proper ways to define their simple and clear tasks (see Appendix – Slide #21). Additionally, teachers need to create a feasible development process of a shared curriculum. Apart from that, they should also explore different initiatives to attain flexible lesson delivery in the general classroom.

Theme Six: Established Collaborative Protocols

► Objective

- To create feasible collaborative protocols for the teaching process.

► Interventions

- Create collaboration protocols that will enhance different aspects of co-teaching:
 - Teachers should define their roles clearly.
 - Teachers should define their simple and clear tasks.
 - Guide teachers in creating a feasible development process of a shared curriculum.
 - Explore different initiatives to attain flexible lesson delivery.

Figure 4.21: Theme six, objective and interventions

Processes

The existing processes are also a priority in ensuring that teachers have an adequate mastery of the field. For instance, the teachers should read the article “20 collaborative learning tips and strategies for teachers” to comprehend the best practices that they should prioritize. On the other hand, teachers should also share some of the collaborative strategies from the article

that they have used in working with their students. Additionally, teachers need to outline some of the challenges that they have encountered during the implementation of co-teaching initiatives (see Figure 4.22, Appendix – Slide #22). With respect to these challenges, the teachers should also illustrate whether the evidence-based strategies in the article can overcome some of those challenges and create a favorable learning environment.

Theme Six: Established Collaborative Protocols Cont'd

► Processes

- Read article “20 collaborative learning tips and strategies for teachers.”
- Prompt – Encourage teachers to share some of the collaborative strategies from the article that they have used in the past. Ask teachers to outline some of the challenges that they have encountered during the implementation of co-teaching initiatives. Urge teachers to reveal whether the evidence-based strategies in the article can overcome some of those challenges.

Figure 4.22: Theme six, processes

Apart from that, the teachers should view videos “Co-teaching & teacher collaboration” and “CO teaching models: Strategies and planning.” The two videos have mentioned the importance of different co-teaching models in helping teachers initiate collaborative pedagogic initiatives. In this case, teachers should exhibit their understand of the different co-teaching models that are applicable in the ESL classroom. They should also mention the specific co-

teaching models that seem more effective and practical in their day-to-day activities. Teachers should also reveal particular reasons that have made them choose those co-teaching models (see Figure 4.23, Appendix – Slide #23). The findings will enhance the pedagogic mechanisms in the ESL learning context.

Theme Six: Established Collaborative Protocols Cont'd

► Processes

- View videos *Co-teaching & teacher collaboration* and *CO teaching models: Strategies and planning*.
- Prompt – Inform teachers of different co-teaching models that are applicable in the ESL classroom. Ask teachers to outline the specific co-teaching models that seem more effective and practical. Teachers should reveal particular reasons that have made them choose those co-teaching models.

Figure 4.23: Theme six, processes

Resources

The key resources have outlined some useful insights into the appropriate way to sensitize the teachers on appropriate way to initiate co-teaching (see Figure 4.24, Appendix – Slide #24). The video “CO teaching models: Strategies and planning” by Teachings in Education presents some useful components to enhance collaborative initiatives. Besides, the video “Co-teaching & teacher collaboration” by Teachings in Education highlights other useful insights into the approach to help teachers. These co-teaching models are necessary for helping teachers to

fully comprehend different ways that they can work toward to assist ELs attain higher academic outcomes. Apart from that, the article “20 collaborative learning tips and strategies for teachers” by TeachThought Staff presents best-practices in that field. Thus, it is essential to fully understand key techniques to enhance the effectiveness of collaborative teaching strategies.

Theme Six: Established Collaborative Protocols Cont'd

► Resources

- Teachings in Education (2016, August 26). *CO teaching models: Strategies and planning*. YouTube, <https://www.youtube.com/watch?v=BDTrcG4NuZ8>
- Teachings in Education (2019, January 12). *Co-teaching & teacher collaboration*. YouTube. Retrieved October 5, 2022, from <https://www.youtube.com/watch?v=kkgmOATcC1c>
- TeachThought Staff (2022, January 19). *20 collaborative learning tips and strategies for teachers*. TeachThought, <https://www.teachthought.com/pedagogy/collaborative-learning-tips/>

Figure 4.24: Theme six, resources

Chapter Five: Conclusion

The detailed analysis of the concepts of the push-in model and co-teaching has emerged as feasible approaches to assisting English learners (ELs). Although the appropriate and successful implementation of English lessons for foreign students is a priority, the mainstream curriculum has ignored the cultural preferences of most of these teachers. Additionally, most teachers have often adopted the pull-out model due to its benefits in helping novice ELs. For instance, teachers can get an opportunity to provide more specialized and extensive attention to the literacy needs that the students might have. However, the exclusion of the ELs from the general classrooms has also hindered their growth and ability to catch up with their native counterparts. Thus, such limitations might undermine the efficacy of the pull-out model in helping ELs acquire vast knowledge of the English language. More importantly, the principle of inclusion has emerged as a key element in the delivery of adequate literacy knowledge. Therefore, the consideration of pedagogic techniques or models that foster inclusion in general classrooms should be an important step toward ensuring that ELs get enough knowledge. These initiatives will also empower ELs who can comprehend the need for other appropriate insights into different literacy issues. Placing more emphasis on evidence-based interventions is also crucial in giving teachers a platform to implement pedagogic techniques that have a higher level of efficacy, which is necessary for helping teachers engage with their students more extensively and help them exhibit other exceptional areas of literacy.

Based on those concerns, the push-in model has emerged as another feasible approach that teachers can use to help ELs enhance their excellence in the English language. More importantly, the push-in model has insisted on the idea of integrating ELs into the general

classroom. As such, the opportunity can encourage ELs to understand that they are a part of the vast learning environment. For this reason, the feeling of inclusivity will foster their participation and involvement of ELs in classroom activities. In most instances, native speakers can even use peer mentoring to assist ELs to enhance their mastery of the English language. In fact, the native speakers can guide the ELs, clarify any concerns, and help them with their assignments. On such a personal level, it will be easier to engage with ELs and help them in exploring advanced levels of the English language. In the past, teachers have always ignored peer mentoring as a feasible approach to helping ELs master different components of the learning experience. Hence, it is essential for the key stakeholders to reconsider some of the existing issues and work toward implementing feasible pedagogic initiatives that can assist ELs to acquire vast insights into different topics. The ability to master the basic aspects of the English language will guide them in attaining more achievements. In this case, the push-in model will provide an opportunity for ELs to be a part of the learning process and comprehend that their participation fully relies on their willingness to answer questions and engage in discussions. Even the ability to finish assignments and nurture interpersonal relationships can have a positive impact on their overall learning experience.

The fact that the push-in model and co-teaching initiatives complement each other shows the need to use both approaches in helping ELs. The co-teaching model will encourage teachers to embrace collaborative initiatives, which are meant to foster a sense of teamwork. More importantly, I believe that they will use collaborative approaches to enhance their understanding of lesson plan preparation, selection of the right content, and the implementation of appropriate pedagogic techniques. These elements are all essential in helping teachers have an in-depth understanding of their key responsibilities and the feasible way to accomplish lessons. The co-

teaching approaches are also crucial in encouraging the teachers to share ideas on different ways that they can improve the learning process. For instance, they can use their awareness to incorporate multiple pedagogic mechanisms that have a higher likelihood of nurturing active participation and other crucial insights into the learning sessions. Furthermore, based on the fact that the general classrooms have both native speakers and ELs, teachers might have a difficult time accommodating the interests of the two groups. In this regard, co-teaching initiatives will explore other feasible approaches that can be essential in nurturing appropriate and objective mechanisms to engage with ELs in a more productive and effective way. Teachers who have the capacity to accommodate the needs of both native speakers and ELs can push their classrooms toward attaining positive learning outcomes.

In the process of initiating these changes, there is a need to acknowledge other important elements of the learning process. For instance, it is essential to note that ELs might have different cultural preferences that might be in conflict with the mainstream curriculum. Thus, teachers should make an effort to incorporate differentiation and accommodation of instructions to ensure that the interests and needs of these students are also a priority. Based on these new considerations, teachers should not place ELs in general classrooms and ignore their individual needs. Instead, they should use one-on-one sessions to offer additional insights into how they can enhance their understanding of the English language. In some instances, they can also get additional assignments, which will help them explore different topics in a more in-depth approach. It is essential to note that such initiatives will be crucial in complementing the push-in model and co-teaching initiatives. Clearly, the ultimate objective of the lessons is to enhance the ability of the ELs to master the English language. Thus, teachers have the freedom to combine

multiple initiatives, which will all work toward helping ELs in improving their level of mastery in the literacy field.

Appendix

Appendix A: Slides

Slide #1

Theme One: A Significant Extent of Teacher Collaboration

► Objective

- To determine the scope of collaboration.

► Interventions

- Use classroom time to help ELLs to comprehend the explicit and sustained literacy instructions.
- Make an effort to sustain professional collaboration with the help of adequate materials.
- Ensure that the shared instructional content and time are in line with the curriculum standards and related materials.
- Engage in joint professional development to enhance teachers' awareness in collaborative teaching practices that can assist ELs.

Slide #2

Theme One: A Significant Extent of Teacher Collaboration Cont'd

► Processes

- Read article "SIOP feature #4 identify supplementary materials to use."
- Prompt – Ask teachers whether their ELs tend to struggle with the comprehension of the texts that are provided in the curriculum learning materials. What measures have the teachers used to enhance the level of comprehension among the ELs. Inform teachers of the benefits of supplementary materials that might capture the second language or even the cultural practices of the ELs. Help teachers comprehend the benefits.

Slide #3

Theme One: A Significant Extent of Teacher Collaboration Cont'd

► Processes

- Read article “Maximizing instructional time in the classroom.”
- Prompt – Ask teachers whether they usually consider the level of productivity in their classrooms. Do they prioritize the management of instructional time in the provision of crucial insights? Thus, teachers should participate in helping their students process content and instructions with ease. The approach will enhance student engagement. Besides, teachers should also give ELs enough time to answer questions or even complete assignments due to their insufficient awareness of the English language.

Slide #4

Theme One: A Significant Extent of Teacher Collaboration Cont'd

► Resources

- Kongsvik, J. (2020). *SIOP feature #4 identify supplementary materials to use*. TESOL Trainers: Education Consultants, <https://www.tesoltrainers.com/siop-feature-4-identify-supplementary-materials-to-use.html#/>
- Prescott, J. (2021, November 15). *Maximizing instructional time in the classroom*. Houghton Mifflin Harcourt, <https://www.hmhco.com/blog/maximizing-instructional-time-in-the-classroom>

Slide #5

Theme Two: Language-Focused Curriculum

► Objective

- To establish a language-focused curriculum that complements the push-in program for ELs.

► Interventions

- Explore different co-planning avenues to enhance the curriculum with the help of assessments and hands-on activities.
- Ensure that the ESL instruction are in line with WIDA Standards and also have other grade-level appropriate topics.

Slide #6

Theme Two: Language-Focused Curriculum Cont'd

► Processes

- Read article “Accessibility strategy: Sentence frames” and view video *Word banks for students* / EP. 8.
- Prompt – Ask teachers on different formative assessments that they always use in ESL classroom. Ask them to describe their understanding of word banks and sentence frames as formative assessments. Explore the appropriate way to apply sentence frames and word banks in the classrooms with ELs.

Slide #7

Theme Two: Language-Focused Curriculum Cont'd

► Processes

- View video *Grading and giving feedback with rubrics: ESL teaching tip*.
- Prompt – Ask teachers to clarify how they always establish and motive their learning outcomes for different lessons or assignments. Urge teachers to outline the role of rubrics in the learning process. Encourage teachers to describe some of the benefits that might arise from the use of rubrics in educating ELs.

Slide #8

Theme Two: Language-Focused Curriculum Cont'd

► Resources

- International English Teaching (2019, February 13). *Grading and giving feedback with rubrics: ESL teaching tip*. YouTube, from <https://www.youtube.com/watch?v=5HJV04d1x-4>
- The Language Lady. (2019, November 18). *Word banks for students / EP. 8*. YouTube, <https://www.youtube.com/watch?v=vxltNlrSu9U>
- Smarter Balanced (2022, June 30). *Accessibility strategy: Sentence frames*. Tools for Teachers - Smarter Balanced, <https://smartertoolsforteachers.org/resource/1429>

Slide #9

Theme Three: Emphasis on the Needs of EL Population

► Objective

- To accommodate needs of ELs in the general classroom.

► Interventions

- Help teachers understand the importance of flexible scheduling.
- Introduce after-school programs for the struggling ELs.
- Explore additional aids to the age-appropriate literacy instructions.
- Create room for peer mentoring, which involves other classmates.

Slide #10

Theme Three: Emphasis on the Needs of EL Population Cont'd

► Processes

- View the video *How to use a bilingual dictionary*.
- Prompt – What are some of the aids to instructions that you have used while engaging with ELs. Do you understand the purpose of bilingual dictionaries and glossaries in helping ELs comprehend literacy instructions? Ask teachers to outline some of the benefits that they might access from the implementation of bilingual dictionaries. Identify whether teachers understand the role of graphic organizers in capturing the interrelation between concepts and vast vocabulary from the native dialect and English language.

Slide #11

Theme Three: Emphasis on the Needs of EL Population Cont'd

► Processes

- Read the article “Peer mentoring can strengthen connection between English learners and classroom community.”
- Prompt – What is your understanding of the concept of peer mentoring? Do you believe that peer mentoring can complement the push-in program and co-teaching initiatives? Can the connection between ELs and the general classroom improve after the introduction of peer mentoring?

Slide #12

Theme Three: Emphasis on the Needs of EL Population Cont'd

► Resources

- Barack, L. (2018, October 24). *Peer mentoring can strengthen connection between English learners and classroom community*, <https://www.k12dive.com/news/peer-mentoring-can-strengthen-connection-between-english-learners-and-class/540259/>
- Keep in English (2022, January 18). *How to use a bilingual dictionary*. YouTube, <https://www.youtube.com/watch?v=NhEkYCMdVb8>

Slide #13

Theme Four: Arrangement of General Classroom and Structure of Inclusive Lesson Plans

► Objective

- Establish a more thoughtful arrangement of the general classroom space.

► Interventions

- Establish literacy centers.
- Categorize Els with respect to key attributes such as first languages, cultural practices, or level of language proficiency.
- Create lesson organization that acknowledges small group instruction.

Slide #14

Theme Four: Arrangement of General Classroom and Structure of Inclusive Lesson Plans Cont'd

► Processes

- View the video *Learning centers / teaching strategies #8*.
- Prompt – Ask teachers to clarify whether they have established and used learning centers in the past. Urge teachers to outline some of the benefits of learning centers in the improvement of academic outcomes. They should also mention some of the challenges that they have encountered.

Slide #15

Theme Four: Arrangement of General Classroom and Structure of Inclusive Lesson Plans Cont'd

► Processes

- Read the article “5 simple ESL learning centers that get your classroom to teach for you.”
- Prompt – Ask teachers to outline different ways that they can integrate literacy centers into the ESL lessons. They should go through the article and identify the most feasible forms of learning centers that they can introduce in an inclusive academic context. Urge the teachers to outline different ways that they can foster cooperative or collaborative learning while considering the push-in program in literacy learning centers.

Slide #16

Theme Four: Arrangement of General Classroom and Structure of Inclusive Lesson Plans Cont'd

► Resources

- Teachings in Education (2018, February 24). *Learning centers / teaching strategies #8*. YouTube, <https://www.youtube.com/watch?v=xtEsc-ooohvc>
- Verner, S. (2021, January 28). *5 simple ESL learning centers that get your classroom to teach for you*. FluentU English Educator Blog, <https://www.fluentu.com/blog/educator-english/esl-learning-centers/>

Slide #17

Theme Five: Formal Procedures to Enhance Collaboration

► Objective

- Create formal procedures and processes to improve collaboration.

► Interventions

- Encourage teachers to engage in the common planning time to enhance the ability of the general classrooms to have shared objectives in content area and ESL requirements.
- Establish protocols that determine shared assessment or common lesson plans to facilitate student learning.

Slide #18

Theme Five: Formal Procedures to Enhance Collaboration Cont'd

► Processes

- Read article “6 classroom management strategies for ESL teachers.”
- Prompt – Ask teachers to clarify some of the classroom management strategies that they have adopted while engaging with ELs. Then, ask teachers to outline some of the feasible behavioral management, which can be effective in the ESL classroom. Based on the insights from the article, teachers should evaluate the role of each classroom management strategy in enhancing the push-in program.

Slide #19

Theme Five: Formal Procedures to Enhance Collaboration Cont'd

► Processes

- View video *ESL parent outreach & involvement (ELL & bilingual)*.
- Prompt – Ask teachers to illustrate whether they can integrate parents into their lesson planning process. Explore the role of parents as multicultural resources in ESL lessons. Encourage teachers to use parental insights to enhance the processes of delivering knowledge to the ELs.

Slide #20

Theme Five: Formal Procedures to Enhance Collaboration Cont'd

► Resources

- Teachings in Education (2016, September 28). *ESL parent outreach & involvement (ell & bilingual)*. YouTube, <https://www.youtube.com/watch?v=ZIDAEDSMDRU>
- Patton, S. (2019, October 22). *6 classroom management strategies for ESL teachers*. Go Overseas, <https://www.gooverseas.com/blog/classroom-management-strategies-for-esl-teachers>

Slide #21

Theme Six: Established Collaborative Protocols

► Objective

- To create feasible collaborative protocols for the teaching process.

► Interventions

- Create collaboration protocols that will enhance different aspects of co-teaching:
 - Teachers should define their roles clearly.
 - Teachers should define their simple and clear tasks.
 - Guide teachers in creating a feasible development process of a shared curriculum.
 - Explore different initiatives to attain flexible lesson delivery.

Slide #22

Theme Six: Established Collaborative Protocols Cont'd

► Processes

- Read article “20 collaborative learning tips and strategies for teachers.”
 - Prompt – Encourage teachers to share some of the collaborative strategies from the article that they have used in the past. Ask teachers to outline some of the challenges that they have encountered during the implementation of co-teaching initiatives. Urge teachers to reveal whether the evidence-based strategies in the article can overcome some of those challenges.

Slide #23

Theme Six: Established Collaborative Protocols Cont'd

► Processes

- View videos *Co-teaching & teacher collaboration* and *CO teaching models: Strategies and planning*.
- Prompt – Inform teachers of different co-teaching models that are applicable in the ESL classroom. Ask teachers to outline the specific co-teaching models that seem more effective and practical. Teachers should reveal particular reasons that have made them choose those co-teaching models.

Slide #24

Theme Six: Established Collaborative Protocols Cont'd

► Resources

- Teachings in Education (2016, August 26). *CO teaching models: Strategies and planning*. YouTube, <https://www.youtube.com/watch?v=BDTrcG4NuZ8>
- Teachings in Education (2019, January 12). *Co-teaching & teacher collaboration*. YouTube. Retrieved October 5, 2022, from <https://www.youtube.com/watch?v=kkgmOATcC1c>
- TeachThought Staff (2022, January 19). *20 collaborative learning tips and strategies for teachers*. TeachThought, <https://www.teachthought.com/pedagogy/collaborative-learning-tips/>

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